

Degree	Type	Year
4313382 Advanced Studies in Catalan Language and Literature	OT	0

## Contact

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## Teachers

(External) Albert Soler Llopart (Universitat de Barcelona)

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Those who are asked to study the master's degree

## Objectives and Contextualisation

This module provides analytical tools for understanding literary texts from various critical approaches. The objective is for the future researcher to identify the methodologies underlying the interpretative approach of different literary texts and to be able to grasp how a particular text dialogues with the preceding tradition (UB teaching in particular). At the same time, this course provides a gallery of research case-studies (UAB teaching in particular) so that students may learn research methodologies and how to resort to research tools, which are equally useful to those wishing to work in the field of documentary cultural research in the media.

## Competences

- Apply the research methods of linguistics and literary studies.
- Construct a well-argued critical evaluation of a linguistic or literary analysis.
- Contextualise texts for analysis and production.
- Continue the learning process, to a large extent autonomously
- Show respect for the opinions, values, behaviours, and practice of other researchers and professionals.

## Learning Outcomes

1. Compare the different methodological approaches to the study of linguistic typology, the main typological classifications of natural languages and the theoretical principles underpinning the typologies.
2. Continue the learning process, to a large extent autonomously
3. Display knowledge of the great historical, cultural and literary movements.
4. Distinguish and analyse historiographic methodologies
5. Know the characteristics of critical argumentation and literary appraisal.
6. Relate Catalan literary works to those of other literatures.
7. Show respect for the opinions, values, behaviours, and practice of other researchers and professionals.
8. Situate Catalan literary works in their historical, cultural and literary context, in relation to other European literary traditions.
9. Display knowledge of Catalan literary evolution .

## Content

### TEACHING AT THE UB

#### A) Narrative genres of ethno poetics.

Albert Soler (UB) - 5 credits

1. Orality, writing and literature
2. Ethno poetics. Ethno poetic modes
3. Catalan collections
4. Formalist studies of fairy tales
5. Female representation in folk tales
6. Children's reception of fairy tales
7. Psychological archetypes in folk tales

### TEACHING AT THE UAB

#### B) Avenues of research

Pep Sanz Datzira (UAB) - 5 cr.

Several aspects will be dealt with by means of invited seminars.

1. (Pep Sanz). Introduction (1). Creation, criticism, philology and cultural construction.
2. (Pep Sanz). Introduction (2). The histories of literature: traditions, canons and margins.
3. (Enric Cassany). The study of literary criticism.
4. (Manuel Guerrero). Letters and intellectual relations.
5. (Montserrat Bacardí). Franco's censorship: documentary sources, perspectives and presence.
6. (Per determinar). Documentation centers and personal funds: working with the private legacy of authors.
7. (Àlex Coroleu). Resources for the study of printed works (15th-19th centuries). Catalogs and databases. Importance of paratexts and readers' annotations.
8. (Per determinar). Magazines, groups, trends and controversies.
9. (Lluís Cabré). Medieval literature and 20th century authors.
10. (Mireia Sopena). The documentation and study of the publishers. Examples and proposals (post-war period).
11. (Lluís Quintana). How to establish the complete works of an author (Joan Maragall). Audience, material selection criteria, editorial criteria, annotation.
12. (Silvia Coll-Vinent). The reception of foreign authors: criteria, approaches and methodologies.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Participation and debates in class	50	2	1, 4, 6, 8
Type: Supervised			
Supervision and coaching	70	2.8	4, 5
Type: Autonomous			
Study and writing assignments	106	4.24	1, 4, 5, 6, 8

Lectures, debates, exercises, writing assignments and personal study.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

Within the regular calendar of classes, 15' will be reserved for the students to fill in a questionnaire in order to assess both the teacher and the course unit concerned.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation (25% "bloc A"; 25% "bloc B")	50%	8	0.32	1, 2, 3, 4, 5, 6, 7, 8, 9
Participation in discussions (10% "bloc A"; 10% "bloc B")	20%	6	0.24	1, 2, 3, 4, 5, 6, 8, 9
Written works (15% "bloc A"; 15% "bloc B")	30%	10	0.4	1, 2, 3, 4, 5, 6, 8, 9

The competences of this subject will be evaluated through oral presentations (one for "Bloc A" and another for "Bloc B"), of which a short written script will be presented, and the active participation in the corresponding comments and debates. Individualized follow-up of the student will make these requirements slightly adaptable. The recovery system provides that different tests can be performed according to the student's learning needs, with the aim of recovering at least 50% of the activities performed.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

To participate in the recovery the students must have been previously evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the total qualification of the subject, and must have achieved in set a rating between 3.5 and 4.9. The maximum grade for recovery is 5. In order to pass the subject it is necessary to obtain a 5.

The student will receive the grade "Not evaluable" if not has delivered more than 30% of the evaluation activities.

In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the assessment acts of the same subject, the final grade for this subject will be 0. In the event that the tests cannot be carried out in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and / or exercise discussions through Teams, ensuring that all students can access them.

#### Non continuous assessment

1. Oral presentation (25% block A; 25% block B) on the day scheduled for the non continuous assessment
2. Written script about the oral presentation (15% block A; 15% block B) delivered the same day of the non continuous assessment
3. Written summary of one lecture from each block (10% block A; 10% block B) throughout the course, delivered the same day of the non continuous assessment.

The same assessment method as continuous assessment will be used.

## Bibliography

*Specific bibliography will be indicated throughout the course.*

### SELECT BIBLIOGRAPHY

## BIBLIOGRAFIA ESSENCIAL

Beltrán Almería, Luis & Reig, José Antonio (eds.), 2005. *Teorías de la historia literaria*, Madrid: Arco libros.

Broch, Àlex (dir.), 2013-. *Història de la literatura catalana*, 7 vols. [en procés], Barcelona: Ajuntament-Barcino-Enciclopèdia Catalana [s. XIV-XV, 3 vols, dir. Lola Badia; s. XVI-XVIII, 1 vol., dir. Josep Solervicens; s. XIX, 1 vol., dir. Enric Cassany i Josep M. Domingo; s. XX, 2 vols., dir. Jordi Marrugat.]

Comas, Antoni, 1972. *Història de la literatura catalana*, vol. IV [s. XVIII], Barcelona: Ariel.

Fàbregas, Xavier, 1972. *Aproximació a la història del teatre català modern*, Barcelona: Curial.

Massot i Muntaner, Josep, 1996. «La historia de la literatura catalana als Països Catalans», dins *Escriptors i erudits contemporanis*, Barcelona: Publicacions de l'Abadia de Montserrat, p. 273-281.

Molas, Joaquim (dir.), 1984. *Història de la literatura catalana*, vol. VII-XI [s. XIX-XX], Barcelona: Ariel. [Edició del conjunt incorporant els volums de Riquer i Comas amb una distribució diferent: vol. I-VI].

Molas, Joaquim, 2010. «Sobre la periodització en les històries generals de la literatura catalana», dins *Sobre la construcció de la literatura catalana*, Palma: Lleonard Muntaner, p. 73-93.

Riquer, Martí de, 1964. *Història de la literatura catalana*, vol I-III [s. XII-XVII], Barcelona: Ariel.

Romero Muñoz, Carlos, 1983. «Breve historia de las historias de la literatura catalana», *Rassegna iberistica*, núm. 17, p.3-34.

Rubió i Balaguer, Jordi, 1984-86[or. en castellà 1949-58]. *Història de la literatura catalana*, 3 vols., Barcelona: Publicacions de l'Abadia de Montserrat.

## Software

none

## Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Catalan	first semester	afternoon